Welcome to the Webinar!

Exemplary Programs for Secondary Newcomer English Language Learners

We will be starting soon.

Exemplary Programs for Secondary Newcomer English Language Learners

February 23, 2012

About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

Presenter

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**Conducted by the Center for Applied Linguistics
for The Carnegie Corporation of New York**

Research questions:

1. Which newcomer programs lead to academic success for students new to U.S. schools and new to the English language? What evidence of success do they have?

2. What pathways and transition strategies have been enacted at exemplary programs to support newcomer students moving from middle school to high school and from high school to a postsecondary option, such as employment or further academic studies?

Research questions (cont'd):

3. What designs are in place to link the newcomer school programs with the social services agencies and how are the practices implemented?

4. What barriers restrict students' access to social services or postsecondary options?

Project Tasks

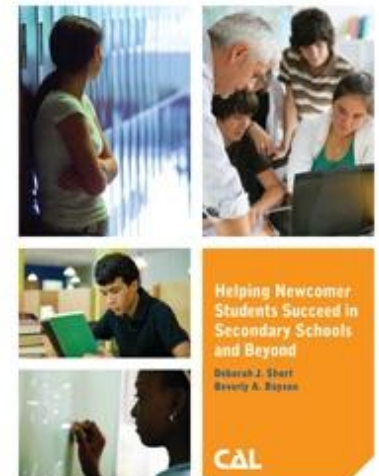National survey of middle and high school programs

Online, searchable database (www.cal.org/CALWebDB/Newcomer)

Case studies of 10 promising programs

Report: *Helping Newcomer Students Succeed in Secondary Schools and Beyond* (www.cal.org/help-newcomers-succeed)

Newcomer students

are found in every state in the U.S.

Newcomer ELLs lack English proficiency and have gaps in their educational backgrounds. They may be

▸ Literate newcomers

▸ SIFE (students with interrupted formal education) newcomers

▸ Late-entrant immigrant newcomers

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Newcomer Students

	First Language Literacy	Grade Level Content Knowledge	English Literacy Development
Literate (full schooling)	+	+	faster
Literate (partial schooling)	+	-	average
SIFE	-	-	slower at first

Late entrants can fit into any of the categories.

Newcomer Programs

► **Specifically designed for recent immigrants—with no or limited English proficiency and often limited formal education**

► **Enrollment is for a limited time**

► **Most are programs within a school**

► **May use sheltered instruction or bilingual approach for curriculum, instruction and assessment**

► **Most programs are for students who are not ready for regular ESL 1 classes.**

Newcomer Program Goals

▶ Help students acquire beginning English skills

▶ Provide some instruction in core content areas

▶ Guide student acculturation to U.S. schools

▶ Develop or strengthen native language literacy

Common Features of Newcomer Programs

- Program or courses distinct from regular ESL

- Instructional strategies for literacy development

- Strategies to integrate language & content

- Orientation to U.S. schools and culture

- Appropriate materials, especially for students with no/low literacy & limited formal schooling

- Teachers experienced in working with newcomers

- Paraprofessional support

- Family connections/social services

Exemplary Programs for Newcomer ELLs at the Secondary Level

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Database Findings

Newcomer Students

▸ Over 90 countries of origin and 55 native languages are represented.

▸ Student size in programs ranges from 9 students in one high school to 930 in another.

▸ Some programs serve mostly refugees; others, immigrants; and others, a mix.

▸ 96% of programs have some SIFE students.

▸ Over 90% of students qualify for free/reduced lunch.

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Newcomer Database Findings

Programs

# of Programs	# of States
63	24

Type of Community

Urban	Suburban	Rural
33 (52%)	21 (33%)	9 (14%)

▸ The most programs in CA, NY, NC, and TX.

▸ New states with programs (compared to 2001) are AR, KY, ND, RI, SC, TN, WY.

Newcomer Database Findings

Program School Levels

Middle School Sites	High School Sites	Middle + High Combined Sites	Separate Middle and High Sites
18 (29%)	29 (46%)	12 (19%)	4 (6%)

Program Site Models

Program Within a School	Separate Site	Whole School
38 (60%)	15 (24%)	10 (16%)

Newcomer Database Findings

Length of Program Enrollment

Less than 1 year	1 Year	1 year and more-than-1-year options	More than 1 year
3 (5%)	23 (36%)	18 (29%)	19 (30%)

Length of Daily Program

Full Day	More than Half Day	Half Day	Less than Half Day	After School
44 (70%)	4 (6%)	11 (17%)	3 (5%)	1 (2%)

~15% combine after school or Saturday school with daily program.

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Instruction: 88% are ESL programs; 12% are bilingual programs

▶ ESL, ELD, Sheltered ELA   100%

▶ Native lang. literacy/language arts   25%

▶ Content instruction (Eng.)   67%

▶ Content instruction (Nat. Lg.)   3%

▶ Content instruction (Eng + Nat. Lg.)   27%

▶ Cross-cultural orientation   68%

▶ Career/vocational   14%

▶ Reading intervention   56%

▶ Study skills   54%

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Exemplary Programs for Newcomer ELLs at the Secondary Level

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Case Studies

High School   Middle School

- High School of World Cultures, Bronx, NY

- Int'l High School at Lafayette, Brooklyn, NY

- Port-of-Entry, Union City, NJ

- Newcomer Center, Township 214, Arlington Heights, IL

- Salina Intermediate, Dearborn, MI

- Academy for New Americans, IS 235, Queens, NY

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Combined Middle & High School

- Columbus Global Academy, Columbus, OH

- Int'l Newcomer Academy, Fort Worth, TX

- Dayton Learning Center, Dayton, VA

Separate Middle & High Sites

- Teen Literacy Center, Omaha, NE

# What Works: Recognizing Newcomer Students' Assets

- First Language/Literacy
- Meta-linguistic Awareness across Languages
- Oral English
- Transfer from Roman Alphabet / Cognates
- World Knowledge / Prior Experiences
- Culture
- Prior Schooling

What Works: Developing Basic, Classroom, and Academic Literacy

▸ Teachers trained to develop literacy skills across content areas: Responsibility of all staff

▸ Focus on foundational reading and writing and thematic vocabulary

▸ Leveled readers of fiction and non-fiction text

▸ Attention to language frames to help express language functions

▸ Background building for unfamiliar concepts and content areas

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Basic Literacy Development includes

▸ Basic Survival & Classroom Vocabulary - Thematic

▸ Phonemic Awareness and Phonics

▸ Oral Language Practice

▸ Constructing Meaning from Print (comprehension)

▸ Fluency

▸ Grammar Practice

▸ Hi-lo Readers

▸ Writing Practice

Making *Faces*
by Ronald Naversen
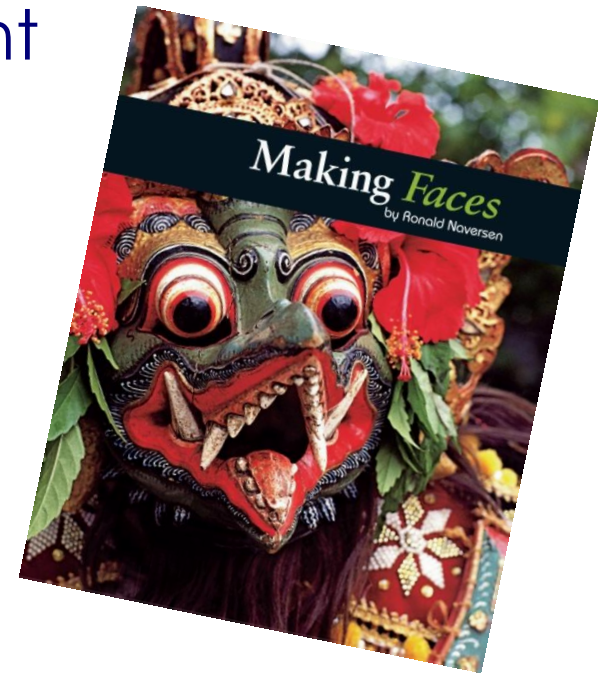
Remember!

The Common Core ELA Standards have

▸ Foundational Reading Standards for Grades K-5 but NOT for Grades 6-12, and

▸ Conventions of Standard English (under Language Standards) build on but do not reteach many basic skills in Grades 6-12 (e.g., what a noun is, how to write a sentence).

Newcomer students need more than the Common Core, they need basic and content-based ESL instruction.

- Teacher PD to integrate language and content

- Content-based ESL/ELD

- Sheltered science, social studies, math (many using SIOP Model)

- Pre-Algebra and sometimes arithmetic (in high school)

- Adjunct courses (ESL + ESL study skills; ELA + ESL 2)

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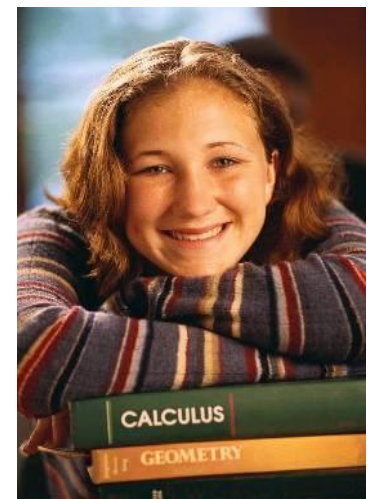
What Works: Getting High School Credits

▸ Advocacy for newcomer courses

▸ Advocacy for home country transcripts

▸ Online and credit recovery options (e.g., LUCHA, Apex)(usually after exiting newcomer program)

▸ Testing for course credit (usually after exiting newcomer program)

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Social Services and Partnerships

▸ Over 50% of the programs link students and families to social service agencies for health care, housing, employment, and more.

▸ A number of programs have partnerships with other institutions for after-school programs/tutoring, apprenticeships, family literacy, technology, and more.

Challenges

- Meeting AYP in separate site newcomer centers

- Testing newcomers in English before they have developed much proficiency

- Keeping high school newcomers in school

- Graduating students in 4 years as per NCLB regulations

- Dealing with family reunification and post-traumatic stress

- Providing special education services

- Evaluating long-term effects of program

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Implications for Charter Schools

- Program within a school design

- Professional development for teachers

- Appropriate curricula and materials

- Consider a pre-9th grade program -- one year of study for SIFE

- Assessments for diagnostics and monitoring

- Flexible scheduling, teaming

- Planned pathways by year to promotion/graduation

Literacy Resources Used by Newcomer Programs

- Basics, Edge Fundamentals, Inside Level A, and Inside the USA (Nat'l Geographic Learning)

- Rosetta Stone

- Keys to Learning (Longman)

- Champion of Ideas – Red (Ballard & Tighe)

- RIGOR, Bridges, Navigations (Benchmark)

- Grammar in Context (Heinle)

- Theme Book Kits (Nat'l Geographic Learning)

- Everyday English (Scott Foresman)

- Oxford Picture Dictionary (Oxford)

- Access Science, Math (Great Source)

- Step Up to Writing (Sopris)

Bibliography

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‣ Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers*. Portsmouth, NH: RMC Corporation.

‣ Mace-Matluck, B., Alexander-Kasparik, R., & Queen, R. (1998). *Through the golden door: Effective educational approaches for immigrant adolescents with limited schooling.* McHenry, IL: Delta Systems & CAL.

‣ Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm*. Theory into Practice, 39,* (4), 196-202.

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‣ Short, D. & Boyson, B. (2004). *Creating Access: Language and Academic Programs for Secondary School Newcomers.* McHenry, IL: Delta Systems.

For More Information

▸ Review Program Profiles in Newcomer Database: www.cal.org/newcomerdb

▸ Read the online report publication *Helping Newcomer Students Succeed in Secondary Schools and Beyond*: www.cal.org/help-newcomers-succeed

Questions?

Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center: http://registration.airprojects.org/NCSRCELL/register.aspx

- This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/

- Please share your feedback with us through the evaluation.

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Salina Intermediate School (Dearborn, MI)

- ▸ **Full-day program-within-a school**

- ▸ **Students remain in program for about 1.5 years, until they reach exit criteria**

- ▸ **Arabic and English are used in content classes, proportion of English increases over time**

- ▸ **Teachers use SIOP Model for lessons**

- ▸ **ESL + technology/computer class**

Additional Supports at Salina

▸ **Parent component is strong (parent learning walks, adult ESL class onsite)**

▸ **Newcomer class for Grades 4-5 too**

▸ **Community involvement**

Columbus Global Academy (Columbus, OH)

- ▶ **Combined middle and high school program, grades 6 - 12**

- ▶ **500 students from 43 countries, speaking 37 languages**

- ▶ **About half of the students came as refugees, with limited formal schooling**

- ▶ **Less than 20% have a grade-level education**

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CGA Meets Student Literacy Needs

▸ **New arrivals are tested and placed by age and English skills (three levels per grade)**

▸ **Lowest level students receive small group reading tutors three days a week**

▸ **Newest arrivals have three periods a day of English, two of math, one of science and history, and two electives**

▸ **Teachers are trained in building literacy, differentiated instruction, and the SIOP Model**

▸ **Students are tested every nine weeks to see if ready to move up to the next higher level**

CGA High School Plan

- Most high school students begin in "lab courses", building English and academic skills in classes that offer elective credit.

- When students reach 3rd-4th grade reading level, they move into the classes required for graduation.

- Students usually spend about 1-2 years in lab courses, then 3 years in the required classes.

- Students with a strong educational background move quickly through these lab classes, but students with interrupted educations have a more difficult time.

High School Of World Cultures (Bronx, NYC)

- ▸ **Dual language, 4 year high school in NYC**

- ▸ **Half courses in English (sheltered instruction), half in Spanish**

- ▸ **Language of courses switch each year**

- ▸ **Available to native and nonnative Spanish speaking students**

- ▸ **Frequent review of student data**

- ▸ **Better than NYC average graduation rate**

HSWC High School Plan

‣ **To give students more time to learn English, there is after-school school 4 days/week**

‣ **Students may have math & science 2 days, language arts/social studies the other two.**

‣ **Sessions may review or extend content learned, or may be geared towards Regents preparation.**

‣ **Winter and summer "vacation institutes"**

‣ **Summer school**